

## Communicative Competence Development in Teaching Foreign Language for Professional Purpose

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**Abstract:** This article discusses general trends in the teaching of foreign languages, the principles and practices of developing professional, communicative, and intercultural competences, and the method of teaching a foreign language for professional purposes in engineering, economics, and other non-linguistic specialties. Pedagogical technology, its essence, structural components, understanding of innovative components of professional activity, and requirements for the design and engineering of pedagogical technologies are also covered. It also examines pedagogical values, the construction of the pedagogical process, communication and behavior, and pedagogical technology.

**Keywords:** education, the educational process, language instruction, the use of a foreign language for specific purposes, communicative proficiency.

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**Introduction.** In today's society, there is a high demand for professionals with the aptitudes and know-how to be more adaptable and successful in the current market interactions, carrying out a lot of labor activity successfully, and being at the same time highly socially acclimated.

The article's goal is to establish the necessity of evaluating the professional competence of students and teachers as direct interactive initiators and participants within the educational process, as its development is a requirement for the advancement of a future specialist's professional formation.

The utilization of cutting-edge techniques and technologies to make education more relevant as well as the expansion of teachers' professional competence are both factors that will contribute to the future growth of education. The problem of creating a professionally competent working specialist in any sector of modern production has recently become particularly relevant in psychological and educational research. The sociopsychological model of a skilled specialist places an emphasis on personality psychological traits like independence in solving complex problems, autonomous use of knowledge, skills, and discipline, a positive self-image, the capacity to coordinate communication, management of personal communication in a team, and the internal need for self-development in the context of today's social environment. [1: 109]

One of the key functional characteristics of professional competence is the integration of the development of creative abilities, and here is where the communication process comes into play. Ingenious communication requires the use of a foreign language both internally and between cultures. The new multifaceted and all-encompassing environment introduces new demands for an effective application process in general and work with individuals in particular.

The ability to perform well in a given discipline while employing specialized information, skills, methods of thinking, and awareness of personal responsibility in order to organize and use creative abilities in a professional setting is referred to as competence. The process of communication is crucial for implementing the qualities of professional and personal competence while integrating the growth of creative talents. [2: 41]

**Discussion.** In the modern world, communication plays an increasingly important role in personal, professional, and business affairs. This communication can take place in person or electronically through email, social media, instant or chat messengers and their options, print, audio, and even video messages, as well as internal phone calls. The potential for communication resources suggests that the external bounds of communication should be expanded to practically global limits. This means that those involved in such a diverse variety of encounters must communicate both personally and professionally in a foreign language. Due to this necessity, there is an increase in demand for professionals in non-linguistic fields like technical, engineering, and economics who can carry out the communication process utilizing their understanding of a foreign language. Expanding the breadth of an employee's commercial activity is made possible by the user-functioning nature of a foreign language. Modern demands put forth by experts advise cutting-edge, contemporary methods of education, particularly English. [3: 100]

Methodological management may be one of several techniques to teaching English. The functions (forecasting, planning, development and decision-making, organization, control accounting) of methodological management, which are intended to implement some necessary stages of controlling activity in training, are what determine how effective it is.[4: 73]

The possibility of fruitful interaction between a foreign language teacher and students of non-linguistic specialties in the field of the professional orientation of the learning process and as a result of improving the quality of forthcoming activities of a future specialist according to the specialty is a very important issue. This is in addition to the rise in the number of foreign language users among future specialists right in their professional activities. In order to create a successful future specialist in the worldwide multilingual and multicultural space of the human community, language education on a professional technical foundation within non-linguistic specialties is thus becoming a crucial component. Since English is the primary language of worldwide communication, trade, collaboration, and business, it plays a significant part in the lives of contemporary students. In addition to aiding in the growth of a foreign language, new IT advancements also highlight its importance. [5: 47]

The expansion of information and communication resources for language professionals aids in the development of a foreign language into a functional medium of communication between future specialists and their foreign language counterparts. When using a functional-communicative method, specially geared speech activities are devised with the goal of helping students enhance their professional competence while acquiring a foreign language in keeping with the demands of a future career.

Attracting a sociocultural perspective entails a future young specialist's cultural growth, which helps to create successful business activity under the suggested intercultural communication conditions. An indication of the presence of such a capability is an intercultural competence, which is a complement to professional competence from the perspective of interlingual, language-focused professional communication within the framework of effective professional activities. Focus is placed on the student's personal qualities, self-improvement, and development of the individual creative potential through the use of functional-communicative, sociocultural methods, and IT new technologies in the development of professionally oriented competence.

Focus is placed on the learner's personal traits, self-improvement, and development of the individual creative potential through the use of functional-communicative, sociocultural approaches, and IT current technology. [6: 108]

In the context of non-linguistic technical, economic, and other specialties, specifically targeted language instruction gives students the chance to act in the future as a bridge between various languages and cultures in the business and socio-cultural spheres, serving as a kind of tool for the development of social mobility, activity, and adaptability of a young specialist's consciousness.

Using an interdisciplinary approach to teaching foreign language for professional purposes,

which is a coordinated, equivalent, mutually beneficial interplay of educational disciplines – is important to complete such a task of social adaption and professional self-realization. The development of communicative and professional competencies is based on the execution of interdisciplinary relationships, which is the key to effective foreign language instruction in fields other than linguistics. For instance, it should be noted when developing a work program with foreign language for professional purposes teaching that using a foreign language of a specialty helps to improve the professional competence of a future specialist, namely, broadens the horizons in the process of obtaining information in a foreign language and, consequently, improves the quality and level of business or industrial sphere of communication.

The process of developing the skills to: use a second foreign language as a communication tool in the field of professional activity while taking into account its non-language specificity; recognize a foreign language professional culture; and to construct an adequate thought-out tolerant dialogue with participants in the inter-lingual process of communication [7: 94] is known as professionally-oriented language education. Intercultural competency implementation requires students to be able to cooperate calmly within the framework of various situational communications in order to fulfill particular personal and professional aims in reality.

The ability to apply a foreign language interpretation of the linguistic image of the world and specialization with more direct and easy entry into the open information and communication space of professional activities must thus be developed in future professionals. By using a foreign language as a speech tool for a fragmented expression of the original native and newly emerging, re-cognizably linguistic worldview and the specialty itself within a large communicatively designed space of contemporary reality, the process of combining the perception of the world fragments through linguistically designed language of the specialty is happening. An essential tool for an individual's successful integration into a multilingual and multicultural community is, therefore, linguistic education in the context of a non-linguistic university. The formation and efficient coordinated implementation of communicative-language and professional competencies for foreign language for professional purposes in non-linguistic specialties and areas require the development of new effective principles in the era of the development of information technologies, which is leading to the modernization of both global and English education.

I want to encourage teachers to provide their students more chances in the classroom to improve their oral communication skills. Don't put off the satisfaction of your students. Help them understand how inspiring it may be to communicate their own ideas and emotions in a foreign language.

The students are portrayed in the original narrative task as being merely observers who alternately present oral presentations to the group. Due to their concern for interfering with one another's performances, students rarely discuss the meaning of the job in such a way.

Teachers must carefully plan and conduct oral exercises if they wish to assist their pupils in communicating in the foreign language. Instructors can start by creating a variety of communicative activities that adhere to the design principles mentioned in the article above. In actuality, the participating teachers present and debate exercises they created using a set of activity templates included in this module's portfolio component. These adaptable templates are simple to modify for various subjects, tongues, and student demographics.

**Conclusion.** I would like to ask all teachers in Uzbekistan to conduct all English classes in the English language. It can cause some difficulties for the first time for learners, later they can get used to constant use of a foreign language, step by step they can themselves start using this language as actively as possible. It is a key moment in conducting all foreign language classes because only at that time, ears of learners can get used to English speaking environment.

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